

PAPER - IV

EDUCATIONAL TESTING, MEASUREMENT AND ASSESSMENT

SECTION - I (MCQs)

7. The process of obtaining numerical value is:
(a) Test (b) Measurement
(c) Assessment (d) Evaluation

8. A sum of questions is:
(a) Test (b) Testing
(c) Assessment (d) Examination

9. The first step in measurement is:
(a) Decision of what to measure
(b) Development of the test
(c) Administering the test
(d) Marking of the test

10. The purpose of formative evaluation is:
(a) Monitoring progress of students
(b) Selecting students
(c) Promotion to next grade
(d) Check final status

11. To assess achievement at the end of instructions is:
(a) Placement assessment (b) Formative assessment
(c) Summative assessment (d) Diagnostic assessment

12. Vast of all in scope?
(a) Test (b) Measurement
(c) Assessment (d) Evaluation

13. The right sequence is:
(a) Test, Assessment, Evaluation, Measurement
(b) Assessment, Measurement, Evaluation, Test
(c) Test, Measurement, Assessment, Evaluation
(d) Evaluation, Test, Measurement, Assessment

22. Objective type question have advantage over essay type because such questions:
(a) Are easy to prepare (b) Are easy to solve
(c) Are easy to mark (d) Test critical thinking

23. Discrimination value of more than 0.4 means:
(a) Item is good (b) Item is acceptable
(c) Item is weak (d) Item discriminating negatively

24. Tests involving the construction of certain patterns or solving problems in terms of concrete materials are called:
(a) Intelligence tests (b) Performance tests
(c) Scholastic aptitude tests (d) Interest tests

25. In Multiple – choice item, the stem of the items should be:
(a) Large (b) Small
(v) Meaningful (d) Relevant

26. Which appropriate verb will you use to make an objective behavioral?
(a) To know (b) To appreciate
(c) To understand (d) To construct

27. Objectives representing the purposes of instruction of a teacher are called:
(a) Performance (b) Instructional
(c) Attainment (d) Terminal objectives

28. The main advantage of essay type is:
(a) They can measure complex learning outcome which cannot be measured with other types of questions
(b) The student can guess the answer
(c) Are essay to mark
(d) Can diagnose the learning difficulties of students

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29. Running description of active behavior of a student as observed by the teacher is:
 (a) Anecdotal record (b) Autobiography
 (c) Interview (d) Questionnaire

30. A test very popular with class-room teacher is:
 (a) True False Test (b) Completion Test
 (c) Matching items (d) Multiple choice

31. Frequently used tools of summative evaluation are:
 (a) Test (b) Teacher observation
 (c) Daily assignment (d) Oral questioning

32. Which of the following statement is a criterion referenced interpretation:
 (a) Asjad can state Newton's 2nd Law of motion
 (b) Ahmad got the highest score
 (c) Dawood GRE score is 350
 (d) Rimsha percentile in math test is 35

33. The most commonly used guessing correction formula to predict and control is:
 (a) $S=R-W$ (b) $S=R-w/2-1$
 (c) $S=R-W/N-1$ (d) $S=R-W/1$

34. The summative evaluation is:
 (a) Diagnostic (b) Certifying judgment
 (c) Continuous (d) On going

35. The difference between maximum and minimum values is
 (a) Mean (b) Mode
 (c) Range (d) Quartiles

36. The number of score lying in a class interval is:
 (a) Mid point (b) Quartiles
 (c) Class boundaries (d) Frequencies

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37. A multiple choice question is composed of question or statement referred as:
 (a) Stem (b) Distracter
 (c) Foil (d) Response

38. In a norm referenced test which item is best? Whose:
 (a) Item difficulty is near zero
 (b) Item difficulty is near 100
 (c) Item difficulty is near 70
 (d) Item difficulty is near 50

39. Which question have increasing objectivity of marking:
 (a) Unstructured essays (b) Structured essays
 (c) Short answer (d) Multiple type questions

40. The most widely used format on standardized test in USA is:
 (a) Multiple Choice (b) Essay Type
 (c) Matching list (d) Short answers

41. Which questions are difficult to mark with reliability:
 (a) Multiple type question (b) Short answer
 (c) Structured essays (d) Unstructured essays

42. Projective techniques are used to measure:
 (a) Aptitude (b) Intelligence
 (c) Knowledge (d) Personality

43. Test meant for prediction on a certain criterion is called:
 (a) Achievement test (b) Aptitude test
 (c) Personality tests (d) Non-standardized test

44. Kuder-Richardson method is used to estimate:
 (a) Reliability (b) Validity
 (c) Objectivity (d) Usability

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53. The alternative name of the "table of specification" is:
(a) Test Blue Print (b) Test Construction
(c) Test Administration (d) Test Scoring

54. "Table of specification" helps in:
(a) Test Development (b) Test Administration
(c) Test Scoring (d) Test Reporting

55. The purpose of table of specification is:
(a) To develop integration between objectives and contents
(b) To develop a balance test
(c) To help the teacher for sampling questions from all contents.
(d) All above

56. Table of specification is prepared by:
(a) Developing list of instructional objectives
(b) Preparing the draft of course contents
(c) Preparing two way chart
(d) All above

57. The supply type test item is:
(a) True / False items (b) Matching items
(c) M.C.Q items (d) Completion items

58. Alternative response item is:
(a) True / False (b) Right / Wrong
(c) Correct / Incorrect (d) All above

59. How many columns matching items have:
(a) One column (b) Two column
(c) Four column (d) Five column

68. The ability to select, organize, integrate and evaluate ideas is demonstrated by:

- Restricted Response
- Extended Response Question
- M.C.Q
- True / False

69. The score of a student getting 70 correct and 30 incorrect answers in True / False items by applying guessing correction formula will be:

- 30
- 40
- 50
- 60

70. The score of a student getting 70 correct and 30 incorrect answers in M.C.Q items having four options by applying guessing correction formula will be:

- 30
- 40
- 50
- 60

71. The Analysis of items is necessary in:

- Teacher Made Test
- Standardized Test
- Both a & b
- None of a & b

72. Which one is not the type of test by purpose:

- Essay Type Test
- Standardized Test
- Criterion reference test
- Norm referenced test

73. The type of the test by method is:

- Standardized test
- Norm referenced test
- Objective type test
- Criterion reference test

74. Students performance is compared with others students i

- Norm referenced test
- Criterion referenced test
- Objective referenced test
- None of above

75. Student's performance is compared with clearly defined learning tasks in:

- Norm referenced test
- Criterion referenced test
- Objective referenced test
- None of above

76. Test that measure learning outcome of students is:

- Aptitude Test
- Intelligence Test
- Achievement Test
- Diagnostic Test

77. The tests designed to predict future performance is:

- Aptitude Test
- Intelligence Test
- Achievement Test
- Diagnostic Test

78. The founder of modern intelligent tests was:

- Alfred Binet
- Terman
- Stern
- Gulford

79. The formula to determine I.Q was presented by:

- Alfred Binet
- Terman
- Stern
- Gulford

80. I.Q of a student having same physical and mental age will be:

- 90
- 100
- 110
- 120

81. The I.Q of a student having twelve years mental age and ten years physical age will be:

- 90
- 100
- 110
- 120

82. The quality of test that measures "what it claims to measure" is.

- Reliability
- Validity
- Objectivity
- Differentiability

83. The characteristic of a test to discriminate between high achievers and low achievers is:

- Reliability
- Validity
- Objectivity
- Differentiability

84. If the scoring of the test is not effected by any factor, quality of test is called:

- Reliability
- Validity
- Objectivity
- Differentiability/Discrimination

85. The quality of test to give same scores when administered at different occasions is:

- Reliability
- Validity
- Objectivity
- Differentiability

86. If the sample of the question in the test is sufficiently large enough, the quality of test is:

- Validity
- Usability
- Adequacy
- Objectivity

87. The quality of test showing ease of time, cost, administration and interpretation is called:

- Validity
- Usability
- Adequacy
- Objectivity

88. Item Analysis focuses to find out:

- Facility index
- Discrimination power
- Effectiveness of Distractors
- All above

89. Facility index (Difficulty level) of an item determines?

- Ease or difficulty
- Discrimination Power
- Effectiveness of distracters
- All above

90. High and low achievers are sorted out by:

- Facility Index
- Discrimination power
- Effectiveness of distracters
- All above

91. Test item is acceptable when its facility index / difficulty level ranges from:

(a) 20-60%	(b) 30-70%
(c) 40-80%	(d) 10-50%

92. Test item is very easy when value of facility index / difficulty level is higher than:

(a) 70%	(b) 60%
(c) 50%	(d) 30%

93. Test item is very difficult when value of facility index / difficulty level is less than:

(a) 20%	(b) 30%
(c) 40%	(d) 50%

94. Discrimination power of an item is acceptable when its value ranges from:

(a) 0.30 – 1	(b) 0.2 – 1
(c) 0.1 – 1	(d) 10 – 1

95. Test item discriminates 100% when its value for discrimination is:

(a) 1	(b) 0.1
(c) 0.01	(d) 10

96. Test item can not discriminate low achievers and high achievers when its value is lower than:

(a) 0.10	(b) 0.20
(c) 0.30	(d) 0.40

97. Good distracter is that which:

- Attracts high achievers more than low achievers
- Attracts low achievers more than high achievers
- Attracts equally high and low achievers
- Does not attract

98. Bad distracter is that which:

- Attracts high achievers, more than low achievers
- Does not attract at all to any student
- Attracts high achievers and low achievers equally
- All above

99. The type of interview when interviewee is one:

- Individual Interview
- Single Interview
- Structural Interview
- Focused Interview

100. What is interview called when interviewee are more than one:

- Group Interview
- Panel Interview
- Structural Interview
- Focused Interview

101. The planned interview is:

- Group Interview
- Panel Interview
- Structural Interview
- Focused Interview

102. Discussion is concentrated on one problem in:

- Group Interview
- Panel Interview
- Structural Interview
- Focused Interview

103. The collection of productive work called to evaluate the performance of students is:

- Port Folio
- Project
- Assignment
- All above

104. The type of marking and reporting system is:

- Traditional marking system
- Pass-fail system
- Letters to the parent
- All above

105. What is the Average of 20, 21, 22, 23:

(a) 20	(b) 21
(c) 21.5	(d) 22

106. What is the Mode of 5, 6, 3, 5, 7, 2, 5, 7:

(a) 2	(b) 5
(c) 6	(d) 7

107. What is the Median of 3, 4, 5, 7, 1, 9, 2, 6, 8:

(a) 1	(b) 3
(c) 5	(d) 7

108. What is the Median of 1, 6, 4, 5, 2, 3:

(a) 2	(b) 2.5
(c) 3	(d) 3.5

109. Item with difficulty index of 5% is:

(a) Very easy	(b) Easy
(c) Acceptable	(d) Difficult

110. Quality of a test to give same scores at two times is called:

(a) Validity	(b) Reliability
(c) Objectivity	(d) Usability

111. Alfred Binet's major contribution was testing in the field of:

(a) Mental	(b) Achievement
(c) Diagnosis	(d) None of above

112. The series which divides the distribution in two equal halves is called:

(a) Mean	(b) Median
(c) Mode	(d) Range

113. The score in a distribution which has maximum frequency is called:

(a) Mean	(b) Median
(c) Mode	(d) Range

114. Accuracy of measurement is called:

(a) Validity	(b) Reliability
(c) Practicability	(d) All of the above

115. Which type of test ends to have the lowest reliability?

(a) True - false	(b) Completion
(c) Matching	(d) Essay

116. Most of the tests used in our schools are:

(a) Intelligence tests	(b) Achievement tests
(c) Aptitude tests	(d) Personality tests

117. _____ involves professional judgment of the value or worth of measured performance.

(a) Test	(b) Evaluation
(c) Assessment	(d) Measurement

118. The term evaluation usually covers:

(a) Students performance	
(b) Teacher performance	
(c) Instructions performance	
(d) All of above	

119. Multiple choice question provide a broad sampling of:

(a) Knowledge	(b) Learning
(c) Content	(d) Comprehension

120. Norm reference test are designed to rank pupil:
(a) Learning (b) Effort
(c) Achievement (d) Knowledge

121. Reliability is concerned with the _____ of students.
(a) Consistency (b) Stability
(c) Dependability (d) All of above

122. Project is concerned with:
(a) Practical work (b) Theoretical work
(c) Physical work (d) Mental work

123. _____ is calculated by adding all the scores in distribution and then dividing that sum by the numbers of scores.
(a) Mean (b) Mode
(c) Median (d) Standard deviation

124. The primary determinant of a grade is the _____ of students.
(a) Knowledge (b) Learning
(c) Performance (d) Assessment

125. An ability test includes:
(a) Achievement, aptitude & attitude
(b) Aptitude, attitude and interest
(c) Attitude, interest & intelligence
(d) Achievement, aptitude & intelligence

126. We use simulation as a teaching technique in:
(a) Short answers (b) Completion items
(c) Performance test (d) Matching exercises

127. The main purpose of classroom testing is:
(a) Compare students performance
(b) Measure teachers effectiveness
(c) Reporting to parents
(d) Improve instruction

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128. Diagnostic evaluation is done:
(a) Before Teaching (b) After Teaching
(c) In Between Teaching (d) None of the above

129. What the individual can perform in future is measured by:
(a) Intelligence test (b) Personality test
(c) Achievement test (d) Aptitude test

130. The best measure to avoid the guessing in a structured test is to use:
(a) True – false items (b) Completion items
(c) Matching items (d) Multiple-choice items

131. The first and most important step in making a test is:
(a) Collecting context (b) Defining objectives
(c) Determining process (d) Proper planning

132. The final product of measurement is:
(a) Test item (b) Scores
(c) Interpretation of scores (d) Performance

133. Essay test have advantage over the objective tests because they:
(a) Are free from opportunities of bluffing
(b) Have high consistency in marking
(c) Provide adequate representation
(d) Provide opportunities to organize knowledge

134. The basic function of educational measurement is to find out student's:
(a) Achievement (b) Attitudes
(c) Habits (d) Interests

135. If a criterion referenced test is reliable, then scores from test are:
(a) Useful (b) Standardized
(c) Consistent (d) Valid

136. Construct validity is established through:
 - (a) Logical analysis
 - (b) Standardized analysis
 - (c) Both a & b
 - (d) Neither a nor b
137. The standard error of measurement is a measure of:
 - (a) Location
 - (b) Central tendency
 - (c) Variability
 - (d) Association
138. Which of the following is not a strength of multiple choice items:
 - (a) Effective testing of higher cognitive levels
 - (b) Content sampling
 - (c) Score reliability
 - (d) Allows for educated guessing
139. When constructing multiple choice items, it is best to:
 - (a) Make all option of same length
 - (b) Put main idea in items
 - (c) Use only two options
 - (d) Repeat key words of stem in options
140. Use of many selected responses in a test can provide good:
 - (a) Level of difficulty
 - (b) Objectivity
 - (c) Context sampling
 - (d) Time sampling
141. Variation in the scores of an individual from time to time could be best judged by reliability techniques of:
 - (a) Parallel test forms
 - (b) Rational equivalence
 - (c) Split half
 - (d) Test-retest
142. The most significant advantage of true – false items is:
 - (a) Wide sampling
 - (b) Item validity
 - (c) Ease of construction
 - (d) Elimination of guessing

143. Improvement of scores on a post test after having the pre test the threat affecting the results is referred as:
 - (a) Instrumentation
 - (b) History
 - (c) Testing
 - (d) Mortality
144. The most comprehensive term used in the process of educational testing is called:
 - (a) Test
 - (b) Interview
 - (c) Evaluation
 - (d) Measurement
145. Monitoring the outcomes with reference to the objectives the term used is called:
 - (a) Test
 - (b) Interview
 - (c) Evaluation
 - (d) Measurement
146. Learning difficulties during instruction can be checked with the help of evaluation type called:
 - (a) Placement
 - (b) Summative
 - (c) Diagnostic
 - (d) Formative
147. Test designed to measure the number of items an individual can attempt correctly in a given time is referred type of test as:
 - (a) Power
 - (b) Supply
 - (c) Achievement
 - (d) Speed
148. Test designed to measure the learning during specific time of an individual is referred type of test as:
 - (a) Power
 - (b) Supply
 - (c) Achievement
 - (d) Speed
149. 27% of the papers with the highest scores = lowest score = 10. When H=8, L=3 for item No. 10. What is the index of difficulty for item No. 10?
 - (a) 0.5
 - (b) 1.1
 - (c) 0.25
 - (d) 0.55

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150. In a multiple choice test number of alternatives (N) is 4. What would be the score of candidate who has done 40 items correctly and 9 items wrongly?

- 43
- 31
- 37
- 49

151. Spearman-brown Prophecy formula is:

- $R = \frac{2r}{1+r}$
- $S = R - W$
- $S = R - \frac{W}{N-1}$
- $\rho = 1 - \frac{6 \sum D^2}{N(N^2-1)}$

152. An aptitude test measure:

- Overall mental ability
- Attained ability
- Present attainment
- Potential ability

153. The first step in constructing a test is to:

- Select a variety of items from which to choose
- Define the objectives of the course
- Delimit the content to be covered by the test
- Decide what kind of test to use

154. Other things being equal, which type of test tends to have the lowest reliability:

- True - false
- Completion
- Matching
- Essay

155. The chief point of distinction between teacher-made test and standardized tests lies in the area of:

- Objectivity
- Norms
- Overall quality
- Sampling

156. Seventy fifth percentile may also be termed as:

- Q_1
- Q_2
- Q_3
- Q_4

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157. The quality testing in education is only possible by using:
(a) Achievement test
(b) Intelligence test
(c) Aptitude test
(d) Standardized achievement test

158. Achievement Test batteries are widely used at:
(a) Elementary School level
(b) Secondary School level
(c) Intermediate level
(d) Degree level

159. The scale that is used for attitude measurement is named as:
(a) Technical Scale (b) Ordinal Scale
(c) Likert Scale (d) Projective Scale

160. The type of test used for obtaining dependable ranking of the students is:
(a) Norm reference (b) Diagnostic
(c) Prognostic (d) Criterion reference

161. The most significant advantage in the true-false test is:
(a) Wide sampling (b) Items validity
(c) Elimination of guessing (d) None of the above

162. A test designed to know the students position in a group is called:
(a) Criterion reference (b) Norm reference
(c) Achievement (d) Aptitude

163. A sum of questions is:
(a) Test (b) Measurement
(c) Assessment (d) Evaluation

126. The instrument to measure is:
(a) Test (b) Content
(c) Assessment (d) Evaluation

164. Measurement is the:
(a) Qualitative value (b) Value judgement
(c) Numerical value (d) None of the above

165. Evaluation is:
(a) Numerical Value (b) Value Judgement
(c) Qualitative Value (d) None of the above

166. The scores of student in a paper is:
(a) Test (b) Measurement
(c) Evaluation (d) All of the above

167. A test answers the question:
(a) How well (b) How much
(c) How good (d) None of the above

168. Measurement answers the question:
(a) How well (b) How much
(c) How good (d) None of the above

169. Evaluation answers the question:
(a) How well (b) How much
(c) How good (d) None of the above

170. A symbol indicating the performance of the student:
(a) Test (b) Grade
(c) Report (d) Measurement

171. Evaluation Techniques are selected on the basis of:
(a) Usability (b) Reliability
(c) Validity (d) Objectivity

172. CRT is clearly defined and delimited domain of:
(a) Knowledge (b) Performance
(c) Learning Task (d) Evaluation

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174. Evaluation is the systematic process of collecting and analyzing data in order to make:

- Prediction
- Judgments
- Decisions
- Results

175. Instructional objectives must include:

- Action verb
- Learning resources
- Learning activities
- Teaching strategies

176. The first draft of objectives needs to be:

- Tested
- Assessed
- Measured
- Evaluated

177. Usually NRT is not used for:

- The measure of achievement
- Objective type item
- Mastery testing domain
- Subjective item

178. Example of psychomotor domain is that student:

- Demonstrates awareness to environmental pollution
- Performs an experiment
- Can compare results of two experiments
- Can narrate a story

179. Ability to develop a life style based upon the preferred value system is:

- Responding
- Valuing
- Organizing
- Characterizing

180. Example of cognitive domain is:

- Describe a topic
- Develop an X-ray film
- Type a letter
- Take responsibility for tools

181. At the highest level of hierarchy is:
 (a) Understanding (b) Application
 (c) Evaluation (d) Analysis

182. Student can design a laboratory according to certain specification in which category of objective?
 (a) Analysis (b) Synthesis
 (c) Evaluation (d) Knowledge

183. The number of domains in taxonomies of educational objectives is:
 (a) Two (b) Three
 (c) Five (d) Six

184. The highest level of cognitive domain is:
 (a) Synthesis (b) Analysis
 (c) Comprehension (d) Evaluation

185. The process of determining the value or worth of anything is:
 (a) Test (b) Measurement
 (c) Assessment (d) Evaluation

186. Educational objectives have been divided into:
 (a) Two domains (b) Three domains
 (c) Four domains (d) Five domains

187. Taxonomy of educational objectives was presented in:
 (a) 1946 (b) 1956
 (c) 1966 (d) 1976

188. The classification of cognitive domain was presented by:
 (a) Benjamin S. Bloom (b) Skinner
 (c) Krathwhol (d) Simpson

189. Cognitive domain have:
 (a) Three subgroups (b) Four subgroups
 (c) Five subgroups (d) Six subgroups

190. The lowest level of learning in cognitive domain is:
 (a) Comprehension (b) Application
 (c) Knowledge (d) Synthesis

191. The highest level of learning in cognitive domain is:
 (a) Evaluation (b) Synthesis
 (c) Analysis (d) Application

192. The right sequence of subgroups of cognitive domain is:
 (a) Knowledge, Comprehension, Application, Synthesis, Analysis, Evaluation
 (b) Knowledge, Comprehension, Application, Evaluation, Analysis, Synthesis
 (c) Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
 (d) Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

193. Knowing / memorizing and recalling is concerned with:
 (a) Comprehension (b) Application
 (c) Knowledge (d) Evaluation

194. To grasp the meaning of the material is:
 (a) Comprehension (b) Application
 (c) Knowledge (d) Synthesis

195. To use previous learned material in new situation is:
 (a) Comprehension (b) Application
 (c) Knowledge (d) Analysis

196. To break down material into component parts to know its organizational structure is:
 (a) Comprehension (b) Application
 (c) Analysis (d) Synthesis

197. To put ideas together to form a new whole is:
 (a) Evaluation (b) Synthesis
 (c) Analysis (d) Application

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198. To know the worth or value of material is:
(a) Analysis. (b) Application
(c) Knowledge (d) Evaluation

199. The intellectual skills are reflected by:
(a) Cognitive Domain (b) Affective Domain
(c) Psychomotor Domain (d) None of above

200. Attitudes, values and interests are reflected by:
(a) Cognitive Domain (b) Affective Domain
(c) Psychomotor Domain (d) None of above

201. Which domain is concerned with physical and motor skills?
(a) Cognitive Domain (b) Affective Domain
(c) Psychomotor Domain (d) None of above

202. The focus of cognitive domain is:
(a) Physical and Motor Skills
(b) Intellectual Skills
(c) Attitudes and Interests
(d) None of above

203. The affective domain was classified by:
(a) Benjamin S. Bloom (b) Simpson
(c) Krathwhol (d) Bruner

204. Affective domain is divided into:
(a) Four subgroups (b) Five subgroups
(c) Six subgroups (d) Seven subgroups

205. The lowest level of learning in affective domain is:
(a) Responding (b) Valuing
(c) Attending (d) Organization

206. Which is placed at the highest level of learning in affective domain:
(a) Attending (b) Responding
(c) Organization (d) Characterization

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207. Right order of sub-groups of affective domain is:

- Attending, Responding, Valuing, Characterization, Organization
- Attending, Responding, Characterization, Valuing, Organization
- Attending, Valuing, Responding, Organization, Characterization
- Attending, Responding, Valuing, Organization, Characterization

208. Willingness to attend to particular phenomenon is:

- Attending / Receiving (b) Responding
- Valuing (d) Organization

209. Which sub-group of affective domain focuses on active participation in:

- Attending / Receiving (b) Responding
- Valuing (d) Organization

210. Bringing together different values into a consistent value system is:

- Attending / Receiving (b) Responding
- Valuing (d) Organization

211. Affective domain focuses on adoption of a value system as a part of life style in:

- Responding (b) Valuing
- Organization (d) Characterization

212. Psychomotor domain was classified by Simpson in:

- 1962 (b) 1972
- 1982 (d) 1992

213. Affective domain was divided into subgroups by Krathwhol in:

- 1954 (b) 1964
- 1974 (d) 1984

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214. Psychomotor domain was divided by Simpson in :
 (a) Four subgroups (b) Five subgroups
 (c) Six subgroups (d) Seven subgroups

215. The characteristic of behavioural objective is:
 (a) Observable and Immeasurable
 (b) Non-observable and measurable
 (c) Observable and measurable
 (d) None of above

216. The right sequence of sub-groups of psychomotor domain is:
 (a) Perception, Set, Guided response, Mechanism, Complex overt response, Adaptation, Origination
 (b) Perception, Complex over response, Set, Guided response, Mechanism, Adaptation, Organization
 (c) Set, Origination, Guided response, Mechanism, Complex overt response, Adaptation, Perception
 (d) Guided response, Mechanism, Perception, Set, Adaptation, Organization, Complex overt response

217. Objective related to affective domain is:
 (a) Student can paint a picture
 (b) Student can draw a graph
 (c) Student values honesty
 (d) Student can write a letter

218. Bringing together scientific ideas to form a unique idea is:
 (a) Application (b) Analysis
 (c) Synthesis (d) Evaluation

219. The surface category in SOLO Taxonomy consists of:
 (a) Five Stages (b) Four Stages
 (c) Three Stages (d) Two Stages

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220. The 'Surface' Category in SOLO Taxonomy consists of:
 (a) Prestructural and Unistructural
 (b) Unistructural and Multistructural
 (c) Multistructural and Relational
 (d) Relational and Extended Abstract

221. The 'deep' category in SOLO Taxonomy consists of:
 (a) Prestructural and Unistructural
 (b) Unistructural and Multistructural
 (c) Multistructural and Relational
 (d) Relational and Extended Abstract

222. Synthesis requires:

(a) Formulation of new structural material
 (b) Understanding the structure of the material
 (c) Judge the value of material
 (d) Use the material in new situation

223. "The students will be able to translate a paragraph of English into Urdu" This objective fits in the category of cognitive domain:

(a) Knowledge	(b) Comprehensive
(c) Application	(d) Analysis

224. Solo Taxonomy provides systematic way of describing the learner's:

(a) Ability	(b) Understanding
(c) Performance	(d) Skill

KEY MCQ's

1.	a	2.	b	3.	c	4.	b	5.	b
6.	b	7.	b	8.	a	9.	a	10.	a
11.	c	12.	d	13.	c	14.	a	15.	b
16.	a	17.	a	18.	a	19.	b	20.	c
21.	d	22.	c	23.	b	24.	b	25.	c
26.	d	27.	b	28.	a	29.	a	30.	d
31.	a	32.	a	33.	c	34.	b	35.	c
36.	d	37.	a	38.	d	39.	d	40.	a
41.	d	42.	d	43.	b	44.	a	45.	b
46.	a	47.	b	48.	d	49.	c	50.	b
51.	b	52.	b	53.	a	54.	a	55.	d
56.	d	57.	d	58.	d	59.	b	60.	a
61.	c	62.	a	63.	d	64.	a	65.	b
66.	d	67.	a	68.	b	69.	b	70.	d
71.	b	72.	a	73.	c	74.	a	75.	b
76.	c	77.	a	78.	a	79.	c	80.	b
81.	d	82.	b	83.	d	84.	c	85.	a
86.	c	87.	b	88.	d	89.	a	90.	b
91.	b	92.	a	93.	b	94.	a	95.	a
96.	c	97.	b	98.	d	99.	a	100.	a
101.	c	102.	d	103.	a	104.	d	105.	c
106.	b	107.	c	108.	d	109.	d	110.	b
111.	a	112.	b	113.	c	114.	b	115.	d
116.	b	117.	b	118.	d	119.	c	120.	c

121.	a	122.	a	123.	a	124.	c	125.	d
126.	c	127.	a	128.	b	129.	d	130.	b
131.	b	132.	b	133.	d	134.	a	135.	c
136.	a	137.	c	138.	a	139.	a	140.	b
141.	d	142.	a	143.	a	144.	c	145.	c
146.	c	147.	d	148.	a	149.	d	150.	c
151.	a	152.	d	153.	d	154.	d	155.	b
156.	c	157.	d	158.	d	159.	c	160.	a
161.	a	162.	b	163.	a	164.	a	165.	c
166.	b	167.	b	168.	a	169.	b	170.	c
171.	b	172.	c	173.	c	174.	b	175.	a
176.	d	177.	c	178.	b	179.	d	180.	a
181.	c	182.	b	183.	b	184.	d	185.	d
186.	b	187.	b	188.	a	189.	d	190.	c
191.	a	192.	d	193.	c	194.	a	195.	b
196.	c	197.	b	198.	d	199.	a	200.	b
201.	c	202.	b	203.	c	204.	b	205.	c
206.	d	207.	d	208.	a	209.	b	210.	d
211.	d	212.	b	213.	b	214.	d	215.	c
216.	a	217.	c	218.	c	219.	d	220.	b
221.	d	222.	a	223.	b	224.	c		

